

CHAPTER I INTRODUCTION

A. The Background of the Study

Among the four language skills, reading is much more important. It has been the priority of teachers in teaching English since many tests such as National Examination (UN), SBMPTN test, and TOEFL dominantly require reading section rather than the section for the other skills. In this regard, reading receives special focus in teaching English because teachers concern with preparing students to be highly competitive to pass those tests. Beside that, reading is also a great weapon to improve students' intellectuality. Through reading, students gain the information that can enrich their knowledge and enlarge their horizon.

Most of all, reading contributes to the students' academic success. This is due to the fact that the success of their study depends on the greater part of their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulties in making progress. On the other hand, if they have good ability in reading, they will have a better chance to succeed in their study. In line with this, Moats in Westwood (2008:2) argues that student who doesn't learn to read early and well, will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life.

However, many students are still poor in reading and lack of reading abilities. Many of them can not engage in reading process successfully. They obviously find difficulties to comprehend the text as they can not easily understand what they read. And this condition has been experienced firsthand

specifically while observation at Eighth Grade of SMP Swasta Eria Medan was being conducted. Based on the classroom observation while teacher was assessing students' reading performance by giving reading task, it was found that most of the students had serious problem in reading comprehension. This deduction comes up by considering the following facts: (1) most students' reading scores were under the required KKM (the required KKM is 75), (2) they could not answer the questions demanding from the text properly, (3) they could not make interpretations and draw conclusion from what they read, (4) and the most fatal problem was that some of them even did not know what the texts tell about.

The observation also revealed that during reading, the students merely focused on finding the information to answer the questions given from the text. As the result, they did not read the text comprehensively, instead they just read in glance. They did not realize that reading is not only to seek out the information to answer the questions, but also to get detail information and to derive meaning from the written text in order to enlarge their knowledge and horizon. On the interview, the English teacher argued that students' lack of vocabulary and prior knowledge were the main reasons which interfered with their improvement in reading. Indeed, vocabulary and background knowledge are the strongest predictors of comprehension and indirectly influence whether students would apply problem-solving strategies when meaning breaks down (Cromley and Azevedo, 2007). Lack of vocabulary forced students to waste their time to translate the whole passage. Meanwhile, lack of prior knowledge caused students'

incapability to integrate new information from the text into their prior knowledge. As the result, students faced difficulties in making interpretations and inferences.

Despite the efforts the students had made, they seemed unable to make sense with the text. The harder they worked on their reading, the more bored and frustrated they felt. This condition finally led to their failure in comprehending the text because they could no longer concentrate on reading the text. It will turn to be more severe when the students are promoted to higher level and form of reading as the texts they read became longer and more demanding.

Apparently, there is a need for equipping these struggling students with effective reading comprehension strategies in order to improve their lack of reading abilities. Therefore, teacher is required to facilitate students with appropriate strategies to solve aforementioned problems. And one strategy proposed to be used by teachers is Before, During, and After Reading (BDA) Strategy. This strategy is promoted because it features major prominent characteristics what effective strategies must have.

BDA is an active strategy which encompasses before, during, and after reading activities. This strategy encourages students to access their knowledge about a topic, use questioning strategies to enhance comprehension of the text, and make real life connections (Laverick, 2002:145). BDA strategy is used to get students to activate their prior knowledge, thereby creating a mental framework to which new text, terms, ideas, etc. can be attached. This strategy is begun before reading even begins, strengthened as students interact with the text during the reading process, and reflected upon after reading as students incorporate what

they have just read into their core knowledge. BDA is very versatile, then it can be used with any reading forms and any genre of texts, especially with narrative text, as junior high school students are expected to be able to comprehend its text as the objective of learning English.

In line with the condition above, the writer conducted a study on reading skills by applying Before, During, and After Reading (BDA) Strategy which was expected to improve students' achievement in reading comprehension particularly in reading narrative text.

B. The Problem of the Study

Based on the discussion in the background of the study, the problem of this study was formulated as follows: "Is there any significant effect of Before, During, and After Reading (BDA) Strategy on students' reading comprehension achievement in narrative text?"

C. The Scope of the Study

In this study, the focus of the investigation was limited to the effect of Before, During, and After Reading (BDA) Strategy on students' reading comprehension achievement particularly in reading narrative text to the eighth grade of SMP Swasta Eria Medan.

D. The Objective of the Study

In relation to the problem, the objective of the study was to find out whether there was a significant effect of Before, During, and After Reading (BDA) Strategy on students' reading comprehension achievement particularly in reading narrative text to the eighth grade of SMP Swasta Eria Medan.

E. The Significance of the Study

The findings of this study are expected to be useful for both theoretically and practically.

1. Theoretically:

- a. To provide theories in English language teaching particularly in teaching reading.
- b. To gain understanding and enrich knowledge of improving reading skills.

2. Practically:

- a. For English teachers, to apply this teaching strategy to improve their students' reading comprehension achievement.
- b. For students, to increase their ability in reading and to improve their reading comprehension achievement.
- c. For readers and other researchers, to use this study as reference for further study related to this topic.